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ABSTRACT

The hypothesis that mentoring activities are intrinsically rather than extrinsically motivated is examined. The focus is on mentoring in an educational context (career development, creative arts, and other challenging pursuits and close interpersonal relationships where mentors encourage individuals beyond their horizons). A qualitative approach was used in this study to examine the utility and significance of mentoring in learning activities. A review of literature and personal documents is provided. Six chapters discuss the following: introduction (role of mentors in society, where mentoring occurs, mentoring in education, and leadership); an overview of mentoring (motivation, characteristics of mentors, listening skills, and characteristics of mentorees); mentoring in learning situations (professors' views of mentoring, mentoring the talented and gifted, student mentors, teachers as mentors to teachers, mentoring non-traditional students, mentoring college and university students, and symbiosis in mentoring); women as mentors to women in careers (mentoring in the nursing profession, mentoring women in business); mentoring in close interpersonal relationships; and conclusion (some arguments against mentoring, rapid social change and the need for mentoring, and significance of mentoring). Workshops on mentoring are listed. Contains approximately 120 references. (SM)

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MENTORING: A STRATEGY FOR LEARNING IN A RAPIDLY CHANGING SOCIETY

Mia S. Gladstone, B. Comm., C.A.

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MENTORING: A STRATEGY FOR LEARNING IN A RAPIDLY CHANGING SOCIETY

MIA S. GLADSTONE, B. COMM., C.A.

Accounting Instructor

John Abbott College

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ABSTRACT

ANALYSIS OF MENTOR/MENTOREE RELATIONSHIPS

A MENTOR is someone who helps another person to BECOME what that person aspires to BE. The term MENTOR may be taken to mean a "trusted counsellor or guide" or a more experienced person who takes a special interest in the development of another individual.

Mentoring is based on the need for generativity as set out in Erikson's (1963) stages of development and his philosophy of interpersonal relations and their influence on affective development. The ecological context for mentors and the characteristics and behaviors they demonstrate in mentor/mentoree relationships are important. Although mentors in a learning context are agents of social change, their roles and the roles of their mentorees are also affected by rapid social change.

Therefore, a qualitative approach was used to examine the utility and significance of mentoring in learning situations. A review of the literature spanning the inception of mentoring in Greek mythology and a comprehensive analysis of its resurgence within the last 10 years form the basis for this study. As well, the "personal documents" arose from in-depth, open-ended interviews, reports and transcripts of discussions from nine mentoring workshops, and responses and comments on four hundred questionnaires.

In conclusion, students need instructors with mentor-like characteristics to create a challenging, exciting learning environment. Because of the pressure in higher education to cover the necessary curriculum, teachers do not have time to interact with students. Instructors must utilize present technology to free themselves from drill teaching, which consumes energy, in order to use their time with students to effectively motivate them to become active, enthusiastic learners.

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Mia S. Gladstone, B.Comm., C.A.

MENTORING AS A STRATEGY FOR LEARNING

IN A RAPIDLY CHANGING SOCIETY

Preface

In this paper the hypothesis that mentoring activities are intrinsically rather than extrinsically motivated will be examined. The hypothesis is based on the need for generativity posited in Erikson's (1963) stages of development and his philosophy of interpersonal relations and their influence on affective development. To begin, the ecological context for mentors and the characteristics and behaviors they demonstrate in mentor/mentoree relationships will be examined.

Although mentors in a learning context are agents of social change, their roles and the roles of their mentorees are also affected by rapid social change. Because mentoring may be different for people in different learning situations, the situations where mentoring occurs will be examined. Similarities and differences in mentoring relationships and their cycles will be identified. This paper focuses on mentoring in an educational context. This includes career development, creative arts, other challenging pursuits and close interpersonal relationships where mentors encourage

individuals beyond their horizons. Also, successful programs and research into mentoring will be described to provide guidance for future research in this area. Arguments against mentoring will be investigated in order to provide a balanced perspective of mentoring relationships.

A Qualitative Approach was used in this study. Qualitative methodologies refer to research procedures which produce descriptive data: people's own written or spoken words and observable behavior. The "personal documents" where people have revealed aspects about mentoring relationships in their lives and which formed the basis of this study arose from in-depth, open-ended interviews, reports and transcripts of discussions from nine mentoring workshops, and responses and comments on over three hundred questionnaires. The researcher used a qualitative approach in order to develop a broad perspective of mentor relationships.

CHAPTER ONE

INTRODUCTION

In order to test the hypothesis that mentoring activities are intrinsically motivated, we must first examine what a mentor is and does. A MENTOR is someone who helps another person to BECOME what that person aspires to BE. The term MENTOR may be taken to mean a "trusted counsellor or guide" or a more experienced person who takes a special interest in the development of another person.

Mentors are trusted counsellors or guides who provide direction toward a line of thought or inclination. In many instances mentors develop personal concern and responsibility in assisting others. In Greek mythology, Mentor was the friend to whom Odysseus, when he was setting out for Troy, entrusted his house and the education of his son. In our society the mentor is a resource person with whom one might clear one's thinking or sound out the validity of an important decision. A mentor is a person whom you expect to have your best interests at heart. It is someone whose perspective you value and trust (Missirian, 1983).

A mentor is a person with influence who goes out of his or her way to help you reach your goals (Phillips-Jones, 1986). Mentor relationships are described as warm, secure, and are similar to art in a society when social groups are created and nurtured through gift giving (Gehrke, 1986). Gehrke suggests that mentors hand over a philosophy, world view or perspective on life and "belief in self", that is, they create a 'gift.' According to her, as mentorees become aware that someone values their abilities they are motivated to work in order to merit this gift. The cycle is completed when mentorees become mentors and pass on the gift.

Role of mentors in society

A MENTOR is the highest level educator (Bolles, 1972). Within the last few years there have been hundreds of books, articles and reports published on mentoring. Programs have been inaugurated over the globe. It has been difficult to define mentoring because it is as informal as pairing, as variable as the organizations in which mentors and proteges find themselves, and as idiosyncratic as the people involved. The role of mentor has never been clearly defined partly because the function is voluntary. For Colwill (1984), having a mentor is like having one's own personal career development officer. Sometimes a mentor happens to be a direct supervisor whose job is to train subordinates, but the role of mentor goes beyond

official obligation into the realm of guardian angelship. A mentor presents a privileged view of what one "should be," not simply what one "should do."

The characteristics and behaviors of mentors and mentorees show some similarities and effects in spite of differences in the personalities and environments involved. Mentoring takes place in formal and informal settings: in education, business, government, and the military. Because MENTORS who encourage creativity, independence and initiative have been found in certain settings, therefore social "ecologies" which encourage mentoring and learning can be identified.

Where mentoring occurs

Mentoring often ocurs informally and it is not a new or revolutionary strategy. Mentors and mentorees have been around since the dawn of civilization. Early examples of mentoring are hunters or craftspersons and their apprentices, the Socratic method of discourse and argument, the method of instruction in the modern Yeshiva where Talmud is studied, the Middle-Age knight and squire, the Saxon archetype or model of Merlin with the young King Arthur. Mentors to the next generation can be found in Japanese culture as either the Seshei-Deshi or "middle man at the wedding," in Inuit culture as storytellers, and in North American Indian Culture or in the Presbyterian Church, for example, as Elders. In our society trusting relationships which help people fulfill their highest potential are found in the performance and conducting of music; and in creative arts, such as painting, sculpture, ceramics, etching and printing. Mentoring is found in university masters, doctoral and research programs. Consultants who are experienced in business provide "old-hands" mentoring for business executives. The enthusiasm and support from coaches remain as lifetime memories for sports' teams. The lawyers in one major corporation believe that senior/junior as well as peer mentoring is essential in winning their cases (Albin, 1987).

Mentoring in education

Examples of mentoring in education have been identified in elementary and secondary education (New York City Board of Education, 1986), for talented and gifted high-school students (Calgary Public School Board, 1986; Winnipeg Board of Jewish Education, 1985), post-secondary education (Dawson College, 1985; Cain, 1981; Erkut and Mokros, 1984) and post-graduate and research studies (Tidball and Kistiaskowsky, 1976; Cameron, 1978; Blackburn, Chapman and Cameron, 1981).

Mentoring also occurs in life-long learning, retraining, and career change (Kanter, 1983; Daloz, 1986), professional training (ex. nursing, accounting,education, Vance, 1986), (Gitterman, 1986; Hogan, 1987; Barlow, 1985) native and immigrant students (Murray, 1986) and students in transition (Cain, 1981).

Mentoring develops between learned scholars and their disciples: Freud and Einstein are examples of great mentors (Goleman, 1985), (Progogine, 1980). Mentoring has been found in vocational training, career counselling, and human resource personnel (Training and Development Journal, May 1983), (Training and Development Journal, March 1987). As well, parents have been described as mentors for their children (Payne, 1986).

Necessary requirements for the formation of mentoring relationships in an educational context are small lab classes, extra-curricular activities (sports), and small groups. Seminar facilitators become trusted mentors when they help students to overcome individual difficulties and support students in crises, such as, needing to stand up to their parents in situations where their parents when their parents are bullies (Gladstone, 1986c).

Leadership

Mentors must behave in certain ways as leaders: when they shape values; act as an example; and define meanings. Good leadership is concerned with followers' needs and goals and rarely employs naked power.

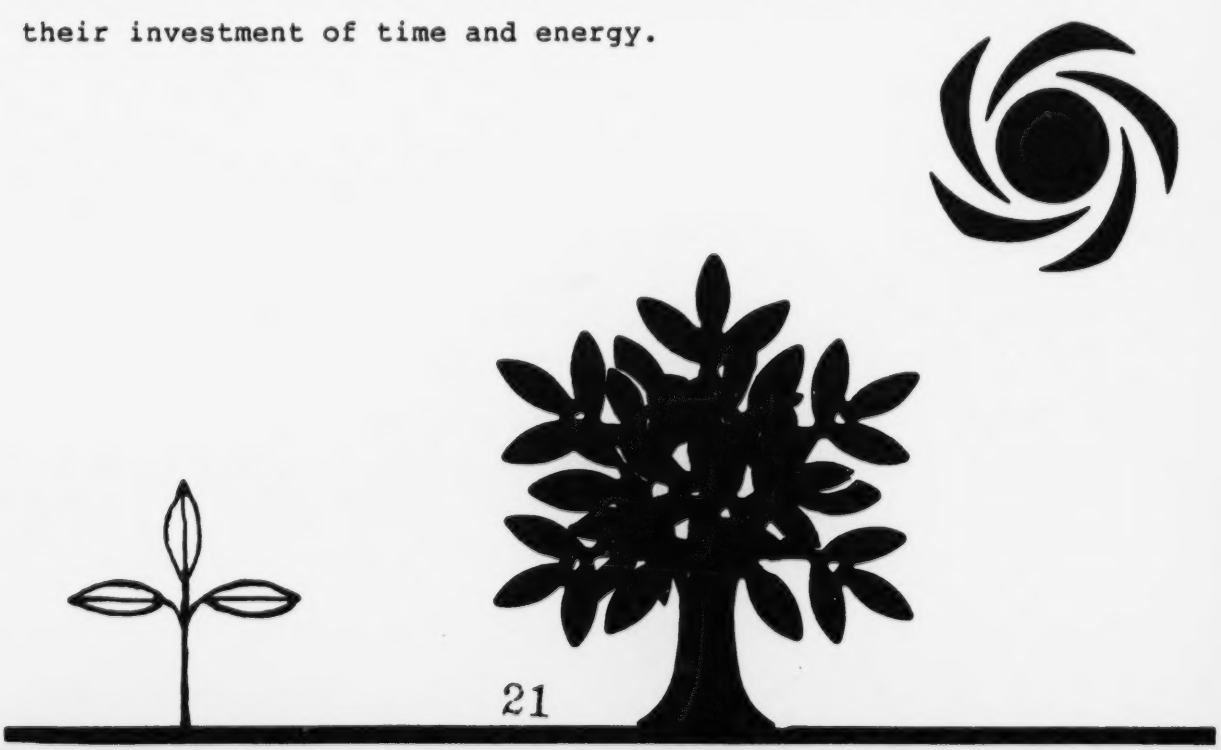
> "Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological and other resources so as to arouse, engage and satisfy the motives of followers."
>
> (Burns, 1978)

Leadership in successful American corporations is patient coalition building, seeding of tenets so that they will ferment in the organization, interpreting management systems, emphasizing priorities, being visible when things go wrong and inconspicuous when everything is working well. It also means building a united loyal team, listening carefully, encouraging,

reinforcing this encouragement with action, and even being tough enough to use power when necessary (Peters and Waterman, 1982).

Peter Drucker (1980) defines leadership as lifting another person's vision to higher sights, the raising up of an individual's performance to a higher standard, and the building of a personality beyond its normal limitations. Leadership is close to mentorship from this perspective.

While mentors nourish their saplings (mentorees) they also receive rewards making them feel that their own lives are worthwhile. Mentoring helps them feel part of a greater whole and intertwined with all living things and is sometimes described as a deeply-moving, almost religious experience. Often mentors feel that the satisfactions and benefits exceed their investment of time and energy.



CHAPTER TWO

AN OVERVIEW OF MENTORING

Motivation for mentoring

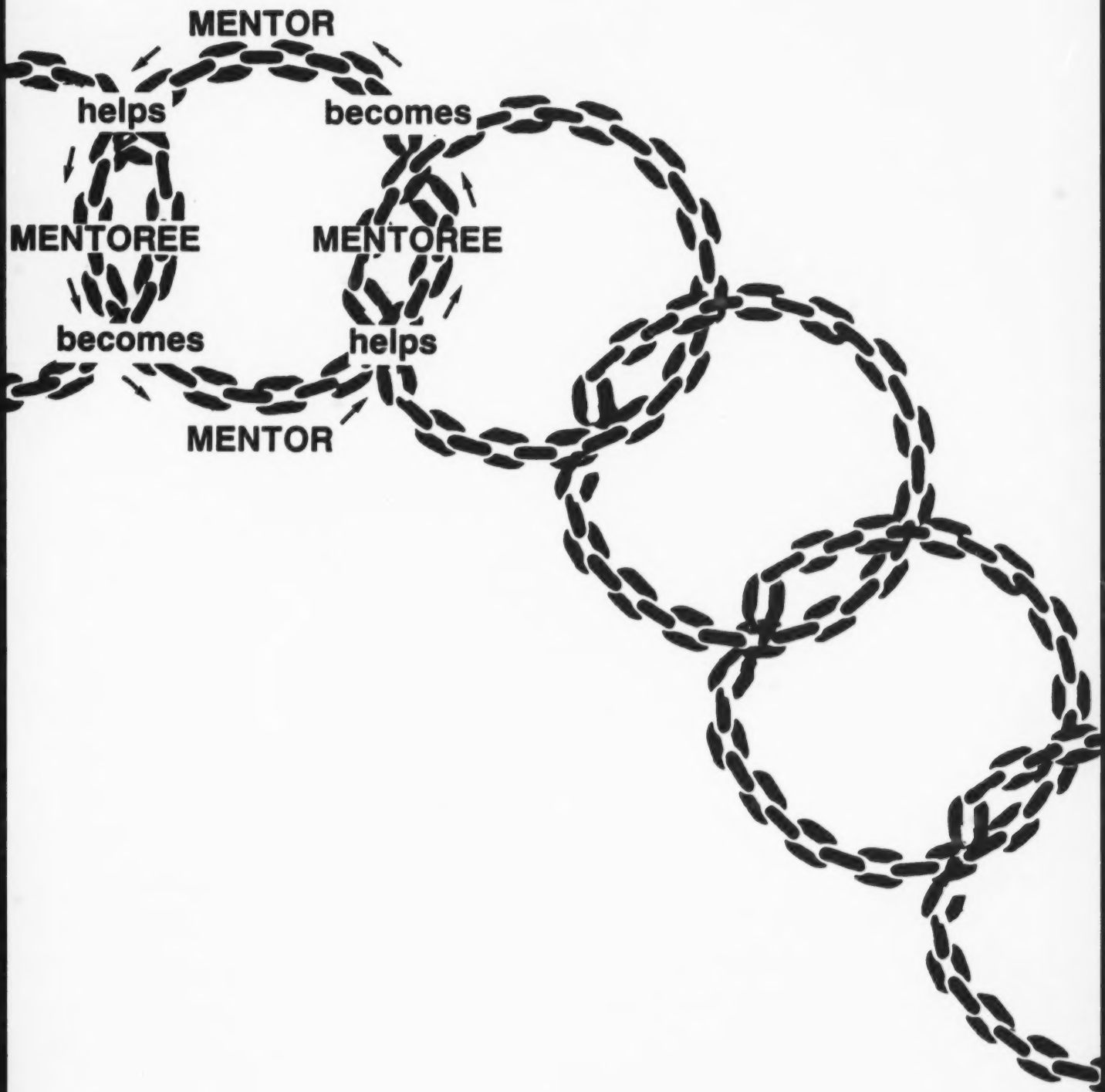
> "Self-actualizing people are, without one single exception, involved in a cause outside their own skin, in something outside themselves. They are devoted, working at something, something that is very precious to them - some calling or vocation in the old sense, the priestly sense. They are working at something which fate has called them to somehow and which they work at and which they love, so that the work-joy dichotomy in them disappears."
>
> (Maslow, 1971)

Mentoring is concerned with learning and with human development.

In one of the earliest books on a positive approach to learning, "Freedom to Learn," Rogers (1969) presents the following assumptions relevant to significant experiential learning. First, he believes that human beings have a natural potential for learning. This means that significant learning takes place when the subject matter is perceived by students as having relevance for their own purposes. Learning is acquired through doing. Also, when the student participates responsibly

in the learning process learning is facilitated. Rogers states that self- initiated learning, involving the whole person of the learner - feelings as well as intellect - is the most pervasive and lasting. Educators have found that creativity in learning is best facilitated when self-criticism and self-evaluation are primary, and evaluation by others is of secondary importance. Finally, the most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience, an incorporation into oneself of the process of change (Rogers,1969).

Mentor/mentoree relationships are an important aspect of personal development. Generativity is the concern for establishing and guiding the next generation and the driving power in human organizations (Erikson, 1968). For Erikson mature persons need to be needed because evolution has made human beings teaching as well as learning animals. Childhood and adulthood are stages of generation and regeneration which give continuity to society. An organized human community helps each generation to meet the needs of the next even though there are personal differences and changing conditions from one generation to the next. Therefore the ethical rule of adulthood is to do to others what will help them. At the same time mentors themselves develop and grow. The good of the family or group is governed by sane, rational adult qualities which are continuous, responsible, and wise. "Cycle" conveys



MENTORING CYCLE LINKED FROM ONE GENERATION OF MENTORS TO THE NEXT

for Erikson (1978) the double tendency of individual life to "round itself out" as a coherent experience and to form a link in the chain of generations from which it receives and to which it contributes both strength and fateful discord.

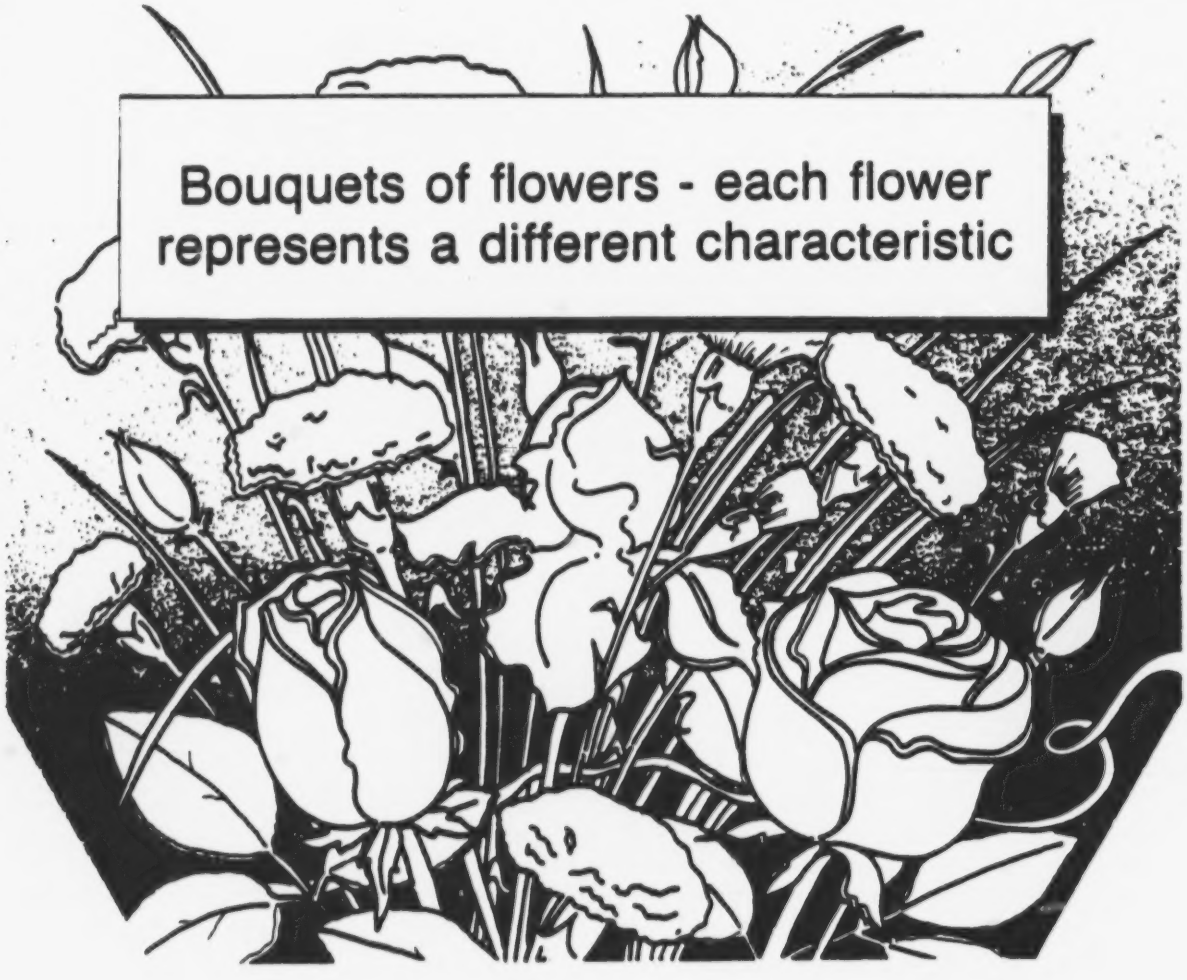
MENTORING CYCLE LINKED FROM ONE GENERATION OF MENTORS TO THE NEXT

Characteristics of mentors

As a rule mentors have open, inviting personalities and are approachable. As well, patience and sincere concern for others are essential characteristics. Mentors must respect students' opinions (Gladstone, 1986a). Because ideal mentors believe in their protegees' potentials, they provide guidance without smothering. Also, their sense of timing and common learning/working style with their proteges add to their shared excitement about the field they are researching. As a result, they provide direction which enables the average person to soar (Edlind and Haensley, 1986).

A counsellor with the Federal Business and Development Bank says: To be a successful mentor ENJOY and LOVE what you're doing as well as BELIEVE in your protege. Don't hesitate to ask for help from another counsellor with special expertise. It is important to be friends and be able to have rapport

between people. The enriching experiences of meeting interesting people and facing the challenges of solving difficult problems are similar to the rewards of being a mentor (A Case for CASE, 1985). A good mentor, therefore, brings enjoyment and strong belief to the mentoring situation.



Listening skills

Skill as a listener is discussed in almost every study on mentoring. Levinson (1978) described mentors as counsellors and support structures for proteges in times of stress and as facilitators for the "realization of the dream." Psychological-psychiatric mentors help balance mind and emotion so that their proteges will maintain a sense of coherence (Cumming, 1985). Mentors possess sincere generosity, compassion and concern when they listen in the Rogerian sense, show their feelings, share their ideas, and allow people to sort things out. They listen with understanding so that people who are in pain, confused, or having problems with their work will no longer feel alone. People encountering difficulties feel more secure when they realize that it does make sense.

Another mentor states "listening carefully helped me to understand the meaning of what was communicated" (Heimler, 1985).

From listening and then understanding, Heimler has developed the Heimler Scale of Social Functioning. The Heimler Institute in London, England helps people regain control of their lives when they feel confused and lost in the present environment of unprecendented social change.

Thus, mentors must possess listening skills as well as rapport with their proteges.

Characteristics of Mentorees

If mentors need to display certain characteristics, what is expected of mentorees? For people to be self-actualizing, they must have an adequate perception and comfortable relationship with reality. Successful mentorees accept change willingly. Part of their success is due to an effective feedback system which keeps them on track, reinforces their positive views of themselves and does not permit them to be overwhelmed by failure. In positive mentoring situations, mentorees are encouraged to devote their talents and energies to attainable goals and as a result they develop self-confidence. Thus, people who have been successful as mentorees possess self-esteem and are open to new experiences. As well, they show a strong sense of identification with their fellows by their desire to contribute and to accept responsibility for their community. People's behavior tends to be consistent with their attitudes, values, and personal standards. All attempts to affect behavior must be based on an understanding of self-concepts in order to give direction for a spiral of self-fullfillment (Combs, Kelly, Maslow and Rogers, 1962).

Summary

In the mentoring relationship it is the quality or intensiveness of the relationship, not the quantity or extensiveness that makes mentoring a significant predictor of success in both learning and careers. As well, the effectiveness of the mentor lies in the mentor's own achievement and concern for people. The following three chapters will discuss three places where mentoring can occur: in learning situations, in women's careers, and in close interpersonal relationships.

CHAPTER THREE

MENTORING IN LEARNING SITUATIONS

Significant formal mentoring relationships in educational situations can help people learn. These relationships may consist two students, two teachers, a teacher or advisor and a talented and gifted student, and professors and students.

Mentors help people learn because "mentoring" contributes essential encouragement and support at any age. Traditional age barriers have eroded and no longer apply because of the speed of technological and social change, career mobility, and lifelong learning. Levinson (1979) states that men between the ages of 22 and 28 need a mentor to help them shape a dream, generate energy and hope in order to prepare themselves for their lifework. The mentor (older)/mentoree (younger) traditional approach is out of date with increasing numbers of non-traditional learners, people deciding to train for new careers, technological advances and other societal changes (youth are experts instead of their elders). Today, many parents state that their children provide mentor-like guidance.

Mentoring in academia is seen as relationships (sometimes lifelong) which develop between undergraduate or graduate student and "special" professors. While easing their entry into academic or professional environments professors shield their students but still allow opportunities for risk and even failure. They help their students to set goals and standards and to develop skills. In ideal relationships mentors pass on their work to former students. The mentoring relationship is spontaneous, exclusive, long-lasting, and intense. Often when proteges becomes their own persons or separate from their mentors, a complete breach follows. This integral, natural aspect of the cycle of human development is anticipated in healthy relationships (Levinson, 1979; Sheehy, 1974).

Professors' views of mentoring

Professors have articulated an array of benefits to their students as a result of mentoring relationships. In a workshop setting at the 1986 Conference of the Society for the Teaching and Learning in Higher Education (STLHE) professors talked in pairs and then as a group about professor/student relationships. They found that the support of a mentor helped failing students to succeed academically and even rallied some students to become well-adjusted when they were depressed and suicidal. Students overcame their long-standing fears, valued what they were doing and went on to win gold medals and other

prizes when they felt encouraged by their mentors. One professor reported that one of his former students with whom he had a close relationship became a member of the British House of Lords. Mentors provide motivation for students to continue their studies as they become imbued with the love of learning. As students become mature and self-confident they need mentors to help them clearly plan their future lives. Mentors feel gratified when their students' ability to think creatively is enhanced and when they learn to work as a team. Finally, some professor/student relationships lead to a lifelong interest in a mutual subject, good research and published theses (Gladstone, 1986c).

Mentoring talented and gifted students

Mentoring programs for talented and gifted students have been set up by school boards in North America as well as in other countries. The effects of a volunteer mentorship program for talented and gifted students was evaluated by Wizman (1987) in a report for the Protestant School Board of Greater Montreal. She found that mentors got assistance with their own work when their proteges undertook projects in order to acquire knowledge and skills. Idealism and youthful energy rejuvenated the mentors; as well, creativity and ideas were stimulated for both mentors and proteges. Mutual giving in these intense relationships encouraged natural long term friendships as well

as the sharing of dreams. Mentors' professional satisfactions develope into personal joy when dormant talents are awakened, tested, explored, and exercised (Wizman, 1987).

A similar program, The Advocacy Program for Talented and Gifted Students was set up by the Calgary Public School Board. The major function of the volunteer mentors in this program is relating to gifted students and then encouraging and supporting their creativity. A parent commented that this is a productive, helpful approach and essential for talented students whose class- room teachers sometimes cannot cope with a diverse student population in huge, factory-type schools (Gladstone, 1986b).

Students as mentors

Many mentor programs have been organized at Dawson College in Montreal. About ten years ago the Learning Centre set up a mentoring program for students to mentor their peers. This is more than tutoring because it helps new immigrants and other students with language and other difficulties adjust to the college environment. Many Dawson students come to Montreal as refugees - often without their families. The students who are mentors get credits by taking a one semester course to prepare themselves and the following semester they become mentors. Those that are outstanding mentors become assistants in the

Learning Centre where they earn minimum wage salaries. This is one of the most successful mentoring programmes at Dawson which has been in the 'mentoring' vanguard in Quebec Education (Goldman, 1985; Heilig, 1985; Nemeroff, 1986; Shohet, 1985).

Teachers as mentors to teachers

Mount Royal College set up a Mentoring Program by pairing faculty members in order to orient new faculty and to rekindle enthusiasm of long-term faculty. Sixteen instructors who had been at Mount Royal College for more than ten years and who were deemed to possess mentor qualities were identified at "invitation only" breakfasts for faculty by using the following criteria: Would they be willing to participate? Do they have a broad range of activities? Are they recognized for their teaching ability? Are they helpful, resource people? The Educational Development Department was wisely cautioned by the college administration to not rush the implementation of the mentoring program. They waited a year, researched mentoring and then set up workshops for mentors and proteges. As a result, several unstructured, same gender mentor relationships have developed during the last two years. The competitive situation between mentors and department chairmen has been identified as a potential problem. The number of identifiable faculty mentoring relationships has remained small - four successful pairs in 1985 - 1986 and two pairs in 1986 - 1987

but their sense of accomplishment is high. This mentoring experience reinforces Eble's statement that in interactive, experiential learning both younger and older faculty are changed by their closeness (Elbe, 1985; Gladstone, 1986b; Hogan, 1987).

Mentoring non-traditional students

Studies have shown that students are underprepared for the psychological distance maintained between most college and university faculty and their students, according to Walter (1982), Director of Advising, San Jose State University, California. He says that students should be given a sense of excitement and an opportunity to explore the bounds of observation and experience. Disadvantaged and unprepared students must have excellent teachers and effective advisors to succeed. Instead, in many colleges and universities, new faculty, possessing no knowledge of the special needs of the underprepared student have been assigned to teach remedial courses with the promise of working their way up to teach regular courses.

Mentoring has the potential for humanizing higher education for adults according to a study by Cain of Empire State College (1981). In order for mentoring to be successful, mentors need different attitudes to teaching and learning in nontraditional,

individualized education. They must see the adult learner as unique and with a wealth and diversity of learning experiences, attitudes and behaviors. Also, students should have attitudes of mutual cooperation and respect and the college must respond to both mentor and student concerns. Some students need to build up their skills in learning how to learn independently as well as learning time management.

Cain emphatically sets out some no-nonsense mentor behaviors when mentorees do not fullfill their commmittments. He believes that mentors must convey dissatisfaction to students who are reluctant to meet their responsibilities. Also they must underscore educational needs of students and avoid personal confrontations. One method recommended by Cain is the use of learning contracts in order to reiterate college's expectations of students and to reinforce student and program objectives.

Cain urges mentors to contact students. He emphasizes behaviors which are rarely considered when the role of mentor is discussed. In order to help non-traditional students succeed, mentors should provide correct information about college and preliminary assessment of students' prior learning. These students must have their performances assessed and reassessed so that they can develop realistic perspectives of their educational needs and their options. It is also

important for mentors to relate learning experiences to life while they demythologize the learning process as well as listen to student concerns and provide support. At the same time they should assert their authority by setting behavior limits. Sometimes, as a result of ideal mentor/mentoree relationships for non-traditional students, projects of mutual interest are developed. Although formal mentoring has worked successfully at Empire State College, informal mentoring may be more suitable in other situations.

Trudy Murray, Psychologist, The Learning Centre, Mount Royal College, Calgary, Alberta advises teachers of Status Indians enrolled in college-level courses and programs in Alberta on how to become mentors. These students are socially disorganized and exhibit normlessness Being low in socio-economic status, they lack self-esteem in our challenging information society. Their values of TIME, READINESS, QUESTIONING and ORAL TRADITION are intertwined. Traditionally their ELDERS have had a profound, strong influence on their development but, unfortunately, as the native students have moved into Canadian society, the elders have lost their authority. Teachers should provide sensitive role models by responding to non-concious ideology and they should raise issues relating to being native students in Canada today. Their students' sense of isolation will thus be reduced. The

students need mentors to show them that someone is concerned about non-attendance and missed assignments (Gladstone, 1986b).

Mentoring traditional college and university students

Formal mentoring has also been established for individual guidance in teacher/student relationships as part of the Applied Arts Cooperative Education Program at the University of Waterloo, Ontario. Students in cooperative education programs alternate study for one semester and then work the subsequent semester throughout their undergraduate program. One advantage of this general education program is that it allows students to move around and experience different careers. It also builds student self-confidence and self-esteem by enhancing personality traits central to hiring and promotion. As well, this program strengthens committment to life-long learning by immediate demonstration of 'utility' of education (Gladstone, 1986b).

In a study on informal mentoring based on the responses of 723 college students, Erkut and Mokros (1984) found that the majority of students (66%) had no difficulty identifying role models. Male professors are seen as having a national or international reputation, as publishing more than the rest of the faculty and as influencing decisions in the department as well as in the college to a greater degree than female

professors. Male students usually attach importance to status and power in their choice of model and therefore they choose a powerful male professor who can help them in their education and career. Female students are more likely to look for a professional woman with an attractive lifestyle and interesting outside activities to show them that it is possible to combine a rewarding professional career and family life. Erkut and Mokros also found that young men in college have higher expectations than women, that is, they judge their college performances more favorably and they expect to be at least as successful in the future. When young men undertake new tasks, they believe they are in control and are much more self-confident than young women in similar conditions.

Symbiosis in mentoring

In another study called "Women in Academia: Faculty Sponsorship, Informal Social Structures and Career Success," Cameron (1978) examined one hundred and thirty-two faculty proteges at eight universities and asked them to both identify and describe their relationships with their mentors. This led to a subsequent study by Blackburn, Chapman, and Cameron (1981). They investigated the mentors of Cameron's previous subjects. These mentors described the mentor/mentoree relationship as largely symbiotic. The academic productivity and professional advancement of the protege are tied to the

stature and accomplishments of the mentor. Also, protegees must follow career paths similar to their mentors in order that mentoring relationships will be able to achieve their highest potential. Therefore we see the formation of a tight, exclusive circle. As a rule, the protegees who do not obtain positions at prestigious universities do not continue their close, productive mentor/mentoree relationships. Long and Scott, (1980) asked why a productive scientist should spend time mentoring predoctoral students. They found that the mentoring process is a dynamic system with feedback effects because mentors' positions are enhanced in proportion to the productivity of their students.

Although conventional thinking describes the mentor as a male, in reality, many situations encourage cross gender mentoring relationships. Levinson's analysis of mentoring from the point of view of the male as mentoree, "Seasons of a Man's Life" was published in 1979 after years of intensive research. In a speech to the Menninger Foundation in 1973, Levinson said that a loved woman may provide developmental guidance and encouragement similar to that of a mentor for a male. Together they can define and strive for his **dream** and to create a place for the **dream** in their lives. Mentoring relationships work in different ways. Each relationship, like a tender plant, must be cherished and nurtured

according to its special needs. Mentors as well as mentorees develop, grow and flourish as a result of healthy interpersonal relationships.

CHAPTER FOUR

WOMEN AS MENTORS TO WOMEN IN CAREERS

Women as mentors do not follow the same paths or age cycles as male mentors because serving others is what most women have been doing all along, according to Sheehy (1976). Traditionally, the first half of women's life cycle consisted of nurturing children, serving husbands, and caring for others in volunteer work. Those women who had careers were in education or nursing. In order to replenish the second half of their life cycle and give it purpose women began to cultivate long dormant talents and aggressively express their inner convictions. Sheehy sees a new creativity being released when women know they will not have any more children. Women pour more of themselves into their concern for future generations by working for local political reform, national movements, international congresses, and protection of the species. Levinson (1979) describes other differences in life cycles for men and women which also influence <u>generativity</u> for women who are in the midst of raising families as well as committed to their careers while Sheehy sees a distinction between initiating and responsive behavior. Although neither characteristic is exclusive to men or women, our culture

emphasizes initiating behavior for men and responsive behavior for women. Thus, generativity as a responsive, reflective action is spread throughout a woman's adult life cycle.

Mentoring in the nursing profession

The nursing profession provides a striking example of women as mentors. Here there is a union of spirit - bonding, chemistry, emotion and even a feeling of deprivation - that against great odds many have made it! It is the dynamic of generations and results from a strong maternal influence. (Mentoring was Florence Nightingale's method of instruction for her women nursing students.) The influential people in nursing are an elite. They are the creme de la creme because 95% of them have Masters or Doctorates. They are linked in a continuum of support relationships and are proud of who they are: smart, energetic, competent, hard working and driven by their vision of how health care should be provided (Vance, 1986).

In the nursing profession the mentoring relationship is informal, as mentor and mentoree naturally select each other. Although the relationship can occur at any time in a nurse's life cycle, it is very effective when it can capture the idealism of the novice nurse. In university, graduate students and new undergraduates in nursing form mentoring relationships where the mentor as consultant identifies options for the

mentoree to consider, sets standards and identifies what is worth fighting for. Peers also provide mentoring, therefore it is not automatically a superordinate/subordinate relationship. While providing informal consultation over a long period and so validating a mentoree's ideas and thoughts the mentor trusts in the ability and competence of the mentoree with 'no strings' attached. One of the key features in the relationship may be sponsorship as the mentor may provide access to new career opportunities.

Mentoring women in business

Women in business need mentors because humans learn through imitation and a lack of female role models in the past has created a shortage of female leaders at the present time when women are striving to advance in non-traditional as well as traditional careers.

"Boy wonders rise under certain power structures. They're recognized by a powerful person because they are very much like him. He sees himself, a younger version, in that person....

(Kanter, 1977, p. 184)

Sheehy (1974) refers to a coach or non-parental mentor who grooms the "wunderkind" very early in her career. These relationships are most noticeable for scientists, athletes and artists.

Fortunately, the problem of finding women mentors for women managers is being alleviated as women are moving into executive positions and leadership roles. Several years ago, a woman, Linda McKnight succeeded Jack McClelland as president of McClelland and Stewart Publishing Co. Ltd. McClelland, a true mentor, had transmitted the importance of an entrepreneurial imagination and a sense of the good gamble.

The need for a mentor was expressed by a woman executive with a Toronto advertising agency who said "With perfect 20/20 hindsight, I can now say that I would have gotten where I am a whole lot sooner and with a whole lot less pain if I'd had somebody to guide me. Life would have been a helluva lot simpler." What she needed was someone to instruct her on how to deal with upper management and to refine and package her natural inclination toward outspokenness (The Montreal Gazette, 1985).

An ambitious woman appears to need a coach, a mentor, an advocate, someone in a more senior management position who can teach, support, advise, and critique her so that she will be able to take advantage of all the opportunities for advancement (Hennig and Jardim, 1977). Hennig and Jardim analyzed the lives of twenty-five executive women who advanced to the upper echelons of their companies in the eastern United States. In all cases these women were either the only child in the family

or they had only one sibling who was much younger and therefore very close father/daughter bonds had been established when they were growing up. As a result, the fathers had taken their daughters under their wings and encouraged them in their careers. Later, when in their twenties, all twenty-five women in Hennig & Jardim's (1977) study of "The Managerial Woman" developed a deep attachment to their supervisors who took over their guidance when the father/daughter relationships had ended. Their study of these highly successful women illustrated that it was only in mid-life that they discovered they did not need to behave like men in order to be successful. They relaxed the pace of their advancement in order to give themselves an opportunity to accept their femininity. Their lifestyles and outward appearance reflected their newly discovered femininity. Rapid career promotions followed the successful resolution of their mid-life crises.

Hennig and Jardim also studied twenty-five women who remained frozen in middle management. These women avoided the mid-thirties crisis, kept up their frenetic executive pace and sought desperately to be "one of the boys." These same women became bitter when they were left behind by the boys as they nurtured self-concepts which denied that they were women. They tried to project corporate male norms in their mannerisms, behavior and clothes - an impossible feat. They created their

own barriers by lacking both openness to experiences and adaptability to professional challenges.

When we examine the close interpersonal relationships of mentors and mentorees we discover some individuals who are on the fast track for career success: learners who provide mentoring, tall poppies who received mentoring and real believers who promote and encourage others (Wilbur, 1985).

CHAPTER FIVE

MENTORING IN CLOSE INTERPERSONAL RELATIONSHIPS

Close mentoring relationships occur in family and kinship groups, between friends and also among learned scholars and their disciples. As well, famous musicians, artists, and authors have given us vivid descriptions of how their talents were nurtured by their parents, peers and masters.

Our first example of a spiritual, kinship relationship is described by Dr. Beverley Hardcastle, a professor and researcher at Southwest Texas State University. She had the good fortune of being found by her mentor without needing to look for him.

> "His confidence in me inspired and motivated me as he recognized talents that I was unaware of possessing. I developed new ways of being" (1986)

This relationship is similar to mateship where sometimes one cannot survive without the other.

The following quotation from the book "Between Ourselves; Letters Between Mothers and Daughters," delineates the stresses

in mother/daughter relationships as daughters accept the challenges offered in our society.

> " Currents of both fear and hope run through dialogues about changes in society and in women's aspirations... Within each mother-daughter relationship there is a unique conflict between wanting the richest possible fulfillment for each other, longing to preserve security and needing to break the mutual dependence."
>
> (Karen Payne, 1983)

Catherine Trail and her sister Suzanna Moodie, two early well-known Canadian authors provide another example of the need for strong family ties. They could not have survived and raised families in the Canadian wilderness of the mid 19th century without their close supportive sisterly relationship.

An inspiring mentor, Barbara Irwin, researches, writes and lectures on holistic medicine. Although she lost her left arm and leg in a boating accident she lives a doubly active life by splitting the year in two - six months in Calgary, Alberta and six months in Palm Springs, California. Several of her friends call her their 'mentor'. She envisions the role of mentor as simply a 'channel'; the person who shines a light. Therefore there is very little energy utilized and no 'burn-out'. Mentors must be able to <u>hear</u> their own inner voices and evaluate what they are articulating before they can truly listen in order to support and guide others (Irwin, 1987).

Literature presents many examples of famous people and their mentor-mentoree relationships. Most of them are described by mentorees. Outstanding examples were the relationships of Koussevitsky and Copland with the young Leonard Bernstein. Recalling his final Palm Springs, California meeting with Koussevitsky in 1950, Bernstein wrote to Olga Koussevitsky,

> "He knew something was ending, because he was subtly and quietly assigning charges to me - dreams to be realized, responsibilities to be shouldered, standards to be guarded."
>
> (Bernstein, 1982)

and from Bernstein's autobiography,

> "Copland ... and Koussevitsky...- my two deepest teachers, neither of them primarily a teacher by profession, yet both great teachers by their natures, generously inspiring, communicating, sharing with love their love of music and of enlightenment."
>
> (Bernstein, 1982)

The mentor of another famous person, Freud, is revealed in his letters to Fliess who was Freud's emotional confidant, professional mentor and intellectual model during the most difficult years of Freud's life. Fliess, flourishing in Berlin, and Freud, struggling in Vienna, formed an immediate friendship in which grand ideas flourished. Fliess provided the audience which was lacking in Vienna and when they met they talked for hours. On January 1,1896 Freud wrote to Fliess that he had given him solace, understanding and a relief from loneliness and that Fliess' friendship helped Freud regain his health (Goleman, 1985)!

Parents, supervisors and professors have all been important to a 'HIGH' status mentor who was the leader of the first Canadian team to climb Mount Everest. Dr. Bill March is a Physical Education Professor and Head of Outdoor Pursuits at the University of Calgary. He named the following mentors as contibuting to his success: his mother who stressed hard work, loyalty, integrity, and honesty; his father who signified fun because he had a sense of humour and tremendous belief in his son; his supervisors with whom he developed close bonds of friendship and respect (supervisors can become peers and then role reversal can occur); peers with more experience who helped in his intense growth but with whom negative effects such as jealousy and betrayal also developed. According to March (1986) mentorees NEED mentors to provide emotional, physical and financial support; to help them to find themselves. He has experienced the transition of becoming a mentor and feels that it was not easy - especially in the physical field, where aging makes one less powerful and skilled. Nevertheless, he says "you mature as you mentor and you feel fulfilled. The relationship is enriching and makes you grow." The mentor's fears should be honestly addressed and openly communicated. Achieving certain goals, failing in certain objectives, overcoming those failures and being humbled are all important steps in becoming a mentor. Therefore, the development of this

powerful educational strategy requires an educational environment where mentoring can flourish.

Other interviewees uncovered similar experiences when they delved into their mentoring experiences. One can always use good advice and friendship. Thus, when being a protege becomes difficult then one should become a mentor. Individuals tend to take on the responsibility of furthering the development of young adults if they have been the recipient of "good" mentoring. Because Levinson (1979) limited his study to men's career paths his opinion is that when men pass into their forties, they become "senior" adults and there is the difference of a full generation between them and people in their twenties. As a result of their advancement, they achieve a position in the middle adult generation and they are thus able to establish relationships of mutual benefit. By remaining close to the Young and the Old they remain youthful and enrich their ties with both younger and older generations.

Mentors see beyond what their proteges see! Proteges need to be aware that they are being observed in order to start seeing on their own. Sitting on the shoulders of GIANTS or mentors is a metaphor of human vision and explains why we have powerful, emotional ties to this other person. The perfect love situation is not a tight bear hug but lightly touching from time to time. Life is approaching, distancing and trying

to become independent from the moment of birth (Yamamoto, 1986). Argyris' (1978) writings also reflect this view of the kind of socialization we need to help us benefit from our associations. This function is described as catalytic because it is neither intentional nor planned. In our changing culture we must grow by sharing, caring and taking risks.

CHAPTER SIX

CONCLUSION

Some arguments against mentoring

Sometimes, mentor/mentoree programs are set up without adequate preparation and as a result they fail and are quickly disbanded. Doubts include statements like, "Mentor/mentoree relationships only work in the upper echelons of business" or "Mentor/mentoree relationships can only work in the lower or middle echelons of business" or "Mentor relationships have historically only involved men." Other arguments are that mentorees are in danger of becoming clones of their mentors or that the mentor/mentoree relationship only occurs at the university among professors and their graduate students and that executives do not have the time to be mentors. How can a professor be a mentor to two hundred students? What happens when none of the senior executives is willing to be a mentor to a specifically difficult junior executive or employee?

One theory is that men in power like to encourage and take a special interest in selected junior personnel, partly because the junior employees are eager to learn and flatter the senior

managers (Rogan, 1983). Because Rogan is aware of inherent dangers in mentor-mentoree relationships, she warns mentorees not to accept their mentor's advice as though it were the "Holy Grail". They must be self-confident and independent. Sheehy (1974) provides details of one woman's experiences with a male mentor. She discovered her talents as a photographer when he put a camera in her hands. When he became abusive, she pulled free after realizing that her talents were greater than his. This relationship could not continue regardless of what strategy she used. When she was perceived as being independently successful, her mentor saw her as a viper rather than as a protegee. Because female mentors are scarce, women may often look for powerful men to become their mentors. It may also happen that when a man advises a younger woman, an erotic interest develops. In spite of this negative factor, most of the women who gained recognition were nourished at some point by a male mentor (Sheehy, 1974).

One negative view of some substance comes from a Canadian company executive. He feels that his senior position is not conducive to mentoring because there are four executives competing for his position and he doesn't want to show favoritism. He believes that this competition fosters their productivity. One possible answer is that he could individually mentor the four executives. In some situations

competition should not be encouraged because it can waste employees' energies (Gladstone, 1986b).

The additional stress placed upon mentors who are worried that they may be giving bad advice is an additional negative repercussion from mentor/mentoree relationships. Because mentors are human they may be biased, subjective, competitve, or jealous. As well studies of cross-gender mentoring have identified the problems of gossip, spouse jealousy and mutual attraction (Bowen, 1985; Kram, 1982). The trauma for both partners when a mentoring relationship breaks apart has been compared to divorce. (Gladstone, 1986e).

Some professors are aware that their colleagues see them as wasting time mentoring students who may try to exploit these relationships. Also, professors must beware of students who try to exercise power. It is also frustrating for professors when dependent students do not develop or learn academically or socially. There is often insufficient time to guide particular students both cerebrally and viscerally. In some mentoring relationships students are uncomfortable and vulnerable. That is, they feel threatened with no place to hide (Gladstone, 1986c).

Rapid social change and the need for mentoring

In a period of rapid social change interpersonal relationships tend to weaken (Toffler, 1970). Many wonder if there is hope for our society because they feel overwhelmed by the rapidity of social and technological changes which they see as threatening to corrode and even destroy our civilization (Boyer, 1977),(Gooler, 1986) (Ferguson, 1986). In 1977 Boyer stated that the future for human beings in a natural environment is in peril. During the last ten years with the increasing pace of technology and its need for trained, literate workers the situation has become even more serious as our educational system is confronting the need to adapt to a different environment. The technology of the "Information Age" identifies a post-industrial society and also affects the education system. Our society is dependent on the codification of 'theoretical knowledge' which leads to greater intellectual coherence in decision making in a technocratically (a word which combines technology with bureaucracy) organized society. The educational system becomes more and more important as theoretical knowledge is codified, learning is advanced and skills are transmitted in universities and research institutes.

Although Gooler (1986) is aware that there is cynicism and fear concerning the use of technology in education, he believes that

it is possible to create a learning society which will help citizens become educated by using the resources of what he calls an 'EDUCATIONAL UTILITY' which unites computers, data bases, and the most recent developments in electronic communication. The Education Utility will link technological advances and impose changes on our present system of education for the benefit of learners who will become actively involved in their own learning. In addition their instructors will be freed from lecturing to passive, unmotivated students. Ferguson, author of THE AQUARIAN CONSPIRACY urges that our era become the "Age of Intelligence". According to Ferguson (1986) 'THE EDUCATION UTILITY' is able to give talented educators and software designers the opportunity to create individualized instruction and administrative support systems that will enable educators to draw out the uniqueness of each person. She bases her argument on the idea that the human brain is profoundly flexible and self-teaching.

We also know that boredom and fear destroy motivation to learn (Holt, 1964). As well, Ferguson states that THE EDUCATION UTILITY cannot succeed if we do not understand and empathize with learners' needs. Education in and for the Information Age means learning in an integrated manner. This implies bringing together communication skills, the ability to operate computers and other technological tools and a solid base of mathematics, social sciences and other subjects. No single technology can

provide a pre-programmed, pre-digested approach to the integration of what is to be learned. The role of teacher must be that of 'mentor' in the learning process (Day, 1986). Mentoring which evolves naturally in courses such as social service and nursing is required when many learning tasks are automated because students require role models as well as motivation for learning (Day, 1986). In the INFORMATION AGE learners and their teachers will have to recognize that in a constantly changing world, knowledge is constantly IN FORMATION rather than available as static, packaged INFORMATION. When educators combine mentoring with modern technology this technology offers us the hope of overcoming the problems created by the information age.

In the context of the 1980's environment of change, Kanter (1983) states that living with change need not imply insecurity but that we need new forms of security, such as mentoring can provide. This security will come from flexibility, an awareness and identification with the whole institution or company and pride in individuals and their talent; mentoring can help develop this new security.

In conclusion, rapid social change and its impact on the future of our society create stresses which threaten to corrode and even to destroy our civilization. The learning needs of today's students are irrevocably linked to our constantly

changing society. During the 1980's the concept of mentoring is being thoroughly explored, researched, and described. As well, formal and informal mentoring programs are being developed in education, industry, and government including the military. Unfortunately it can become a fad and can result in ineffective and sometimes potentially dangerous mentoring programs when research is superficial.

During the past two years information on mentoring has been gathered and assimilated for this paper. Although nearly all the literature and comments have been in favor of mentoring and few argue that it doesn't work, negative reactions to the idea of mentor/mentoree programs and related research have been noted.

Significance of mentoring

These arguments must be honestly addressed so that known and even as yet unrecognized fears concerning interpersonal relationships may be overcome. The author's research and other programs and studies on mentoring confirm the significance and need for mentors in our lives. Students need instructors with mentor-like characteristics to create a challenging, exciting learning environment. Because of the pressure in higher education to cover the necessary curriculum, teachers do not have time to interact with students. Instructors must utilize

present technology to free themselves from drill teaching, which consumes energy, in order to use their time with students to effectively motivate them to become active, enthusiastic learners.

Workshops on Mentor/Mentoree Relationships

Topic	Location	Year
Cultural Differences In Mentor/ Mentoree Relationships	IMPROVING UNIVERSITY TEACHING Thirteenth Annual Conference University of Maryland, University of Haifa, Haifa, Israel. Definition of roles of professors and students in M/MR's.	1987
Learning Experience	SOCIETY FOR TEACHING AND LEARNING IN HIGHER EDUCATION Queen's University, Kingston, Ontario Overview, introduction to mentoring.	1987
Introduction To Mentoring	CANADIAN VOCATIONAL ASSOCIATION Holland College, Charlottetown, Prince Edward Island, Canada Human resources perspective on M/MRs.	1987
Mentor/ Mentoree Relationship: Strategy For Coping	CHANGE: IMPLICATIONS FOR ADULT LEARNING University of Regina and Saskatchewan Association of Lifelong Learning Regina, Saskatchewan. A feeling of oneness developed because of participants' common concerns.	1987

Topic	Location	Year
Mutual Benefits of Mentor/	HUMAN RESOURCES DEVELOPMENT Canadian Institute of Chartered Accountants Toronto, Ontario Specific applications of mentoring for Chartered Accountancy firms.	1987
Establishing Mentor/ Mentoree Relationships	QUEST FOR QUALITY CONFERENCE First Annual International Conference on Excellence in Teaching and Learning Humber College, Toronto, Ontario. Mentoring as a Professional Development Strategy.	1986
In Depth Focus	MENTORING: AID TO EXCELLENCE First International Conference on Mentoring, International Association of Mentoring, University of British Columbia Vancouver, British Columbia Analysis: strategies in forming mentor/mentoree relationships in the field of education.	1986
Analysis Of Mentor/ Mentoree Relationships	SOCIETY FOR TEACHING AND LEARNING IN HIGHER EDUCATION University of Guelph, Guelph, Ontario. Academics in dyads brainstormed benefits and characteristics of M/MR's.	1986
Overview Of Mentoring	JOHN ABBOTT COLLEGE Professional Development Department Ste. Anne de Bellevue, Quebec Faculty and staff formed dyads and discussed personal M/MR relationships and characteristics of mentors and mentorees.	1986

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